EDU 221

Spring 2013

Curriculum Instruction Assessment (CIA)

UbD Reflections – Chapter 3

In Chapter 3, of *Integrating Differentiated Instruction & Understanding by Design*, the authors C. Tomlinson and J. McTigh discuss the role of goal oriented curriculum design within the Understanding by Design (UbD) model. As stated in the text, many teachers are all too often faced with the issue of “content overload” (Tomlinson & McTighe, p24). In such cases, teachers often find themselves needing to cover more material than time would allow for. This is where goal oriented curriculum design comes into play. By shifting the focus away from the specific details of each content component, and attending towards the “big ideas” behind these content areas, the desired learning outcomes are at the forefront of the rest of the planning. Once the big ideas have been established the teacher is then able to create clearly focused instructional approaches and assessment criteria.

The concept of focusing on the big ideas as a way to plan curriculum seem almost obvious after you read the chapter, yet I know this isn’t something I would have come to on my own. For me the challenge is definitely in identifying these big ideas. Thankfully the chapter provided great information and resources of where to get help. If I am going to become the kind of teacher I hope to be, it is vital that I am able to navigate my way through the state standards, and hone in on the important skills and understanding.